



Writtle Junior School Curriculum Plan
Summer Term 2



WJS Whole School Core value:
There is nothing wrong with change!

It's a Bug's Life!

Year 3

Ignition Task: Minibeast Survey - what can we find in our grounds?_

Re-ignition task: Use your knowledge to create your own book

End Product: Pop Up Book

Educational visit: Hatfield Forest.

Key Subjects: Science

Literacy: Non Chronological reports and shape poems .

Use the structures, grammar and vocabulary of non-chronological reports to create a report about mini-beasts. Use their imagination to write engaging texts. The texts must be planned and organised logically using headings and subheadings. Paragraphs should be used to group material together. Children should prepare a piece of work for publication and edit and improve their final draft before publication. Children to create pop up information texts.

Science: Food chains and mini-beasts. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment. Compare insects found in the school environment with those found at Hatfield Forest. Recognise that environments can change and that this can sometimes pose dangers to living things.

Computing: Branching databases and keys. Can the children create their own keys and food chains using Popplet and other Apps. Can they identify the mini beasts? Children to create online - Blog or diary about the habitats that they are studying for mini-beasts. Compare these to the habitats found at Hatfield Forest.

Art / D+T: Sculpture. Sculptures will be created using a wide variety of materials and within different locations. The children will be able to make giant mini-beasts using modroc and then create sculptures and images using woodland materials in the forest environment. Children will also create mini-beast hotels and locate them within the school environment.

The children will create pop up information texts using a variety of techniques to do so.

Geography: What habitats do we have within the school grounds? How does this compare with habitats at Hatfield Forest?

PE: Athletics - preparation for sports day. How can we improve our basic skills in running, jumping and throwing?

PSHE: children should reflect on and celebrate their achievements throughout the year. They should identify their strengths and their areas for improvement, deciding what their aspirations are for year 4.

RE: Muhammad and the Qur'an - this unit begins by looking at the revelation of the Qur'an to Muhammad and goes on to teach how Muhammad's words and actions have



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Waterworks

Year 4

Ignition: What does a rain drop have to travel through?

Re-ignition task: What happens to our waste water?

End Product: Read own e-books with parents and adults.

Educational visit: Essex Water

Key subjects: Geography and Science

English: Non Chronological Reports - Water and the Water Cycle.

Poetry - Cinquains

Science: States of Matter - solids, liquids and gas. Condensation, evaporation and the Water Cycle.

Computing: programming - the Water Cycle using Scratch. (Debugging)

Art: Painting - simple watercolours. How to paint using watercolours, famous watercolour artists. What effects can we create?

RE: Jesus' baptism.

PE: Athletics

PSHE: Safety when swimming. Water Safety - what are the rules? Bacteria and viruses can cause health risks. How simple routines can stop the spread of disease. Link to world water use.

Music: Music for the Lower School Performance.

MFL: French vocabulary for water, water sports, rivers and boats.

During this half term there will be rehearsals for the Lower School Performance.

2016 - Jack and the Beanstalk.



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Top Gear
Year 5

Ignition: Can you build and create the winning car for 2015?

Re-ignition: Preparation for Dragon's Den - will your company be funded?_

End Product: Car show 2015/ Dragon's Den.

Suggested Educational Visit: Car show rooms, invite guests from the car industry into school to talk about their work.

Key Subjects: D+T and Science.

Literacy: Revision of texts: Non Chronological reports - giving details about the company that the children are within and the car that they have made. Persuasive writing - how will the children persuade the audience to vote for their car? How can they sell their car? What is its unique selling point? Instructional texts - how are the various elements of the car produced? How can we order these? What is the sequence of production? How we engage our reader? Creation of company folder showing mixed text types within it.

Science: Electricity and creation of a circuit for a motor. How does the brightness of a lamp or the volume of a buzzer change with the number and voltage of cells used in the circuit? Children will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Children will make and test a selection of simple switches and then use one of these to control their motor.

The children should use recognised symbols when representing a simple circuit in a diagram.

Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights and creating a circuit which will power their vehicle.

History: Brief history of the automobile industry. When were cars introduced to this country? Who were the main producers? How has the car industry changed today? What are the technological developments of the future?

Computing: Use of the 3D printer to create prototype elements a car. Are these elements viable? Design and programming using CAD package. Use Apps to create a persuasive film and poster to sell their car. Can the children create a team advert?

Art and D+T: Children will use basic wood working skills to join wood and make a strong structure for their car. The children will create a wooden chassis and then build the frame of their car around this. Children should be encouraged to assess quality of the internal and external workmanship. Design and decoration of the finished product is a key element of this topic. Children will be encouraged to draw



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All Change!
Year 6

Ignition Task : We are now at the end of our primary school life. What are our achievements? How have we changed since Year 3?

Re-ignition: Where next?_What are our aspirations and hopes for the future?

End Product: Leavers Assembly and Travelogue

Educational Visit: New school visits

Key subjects: Science and PHSCE

Literacy - Poetry and recounts. Children will identify the Success Criteria for a recount and write in their own style about their experiences in Saundersfoot and at W.J.S. They will use their literacy sessions to prepare recounts and short sketches about their experiences at Saunderfoot. This is preparation for the Travelogue.

Moving on, they will begin to look at their time at W.J.S. using the skills from

Travelogue sessions, they will write recounts of their time at W.J.S.

Children study different forms of poetry and create their own poems in the style of particular chosen poets.

Science: Continue to look at evolution, in relation to man. Study of the lifecycle of a human. How have we changed over the last 11 years? How do humans reproduce? When Describe the changes that take place as humans move to old age.

Computing: Revision of skills. Creation of a presentation for the leavers assembly using music, images and video.

Art / D+T: Make an item of clothing for a younger child. Use sewing skills to create a sun hat or something similar that a child could use. Link this to the study of childhood and the changes that take place as we grow up.

RE: Sacred to Sikhs - What can influence our own behaviour? What is the Gurdwara? What can we learn about Sikhs on visiting a Gurdwara?

PE: Athletics. Preparing to represent school teams in Sports Day and the Essex District events. What is the role of a team captain and sports captain? How can we prepare our whole team for the event?

PSHE: Saying goodbye to the old and moving on to new adventures. What have been the moments that we remember? What are our new goals? What do we want people to see us as, when we move on? A time for reflection and discussion about change.

Music: Music sessions with Mr Sills - preparation for the leavers assembly.

MFL - French - what have we learnt? What can we talk about in French and Spanish? What skills have we obtained to take with us to our new school? Vocabulary and phrases linked to growing up.